



GCSE MARKING SCHEME

SPANISH

SUMMER 2013

INTRODUCTION

The marking schemes which follow were those used by WJEC for the Summer 2013 examination in GCSE SPANISH. They were finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conferences were held shortly after the papers were taken so that reference could be made to the full range of candidates' responses, with photocopied scripts forming the basis of discussion. The aim of the conferences was to ensure that the marking schemes were interpreted and applied in the same way by all examiners.

It is hoped that this information will be of assistance to centres but it is recognised at the same time that, without the benefit of participation in the examiners' conferences, teachers may have different views on certain matters of detail or interpretation.

WJEC regrets that it cannot enter into any discussion or correspondence about these marking schemes.

MARK SCHEME - LISTENING

IMPORTANT GENERAL PRINCIPLES

A detailed mark scheme is provided but further answers will be discussed at the examiners' conference, in the light of candidates' scripts.

Figures and numbers are accepted.

Answers which contain incorrect spelling in either English or Welsh but are understandable and unambiguous in their meaning will be credited with the marks available. However, no marks will be given for a misspelt word which is the same spelling as the spelling in Spanish.

Disregard additional incorrect information as long as the correct answer has been given and the additional information does not contradict or modify what has been said.

When extra boxes are ticked, credit the correct answers then subtract the incorrect ones. It is important to decide the scope of the mark allocation.

If candidates hedge their bets (give 2 contradictory answers) $+ 1 - 1 = 0$.

Possible errors in marking:

- Awarding more marks than are allocated.
- Forgetting a task is worth 2 marks and only giving 1 mark.
- Confusion about the number of details needed for allocated marks.
- Mathematical errors.
- Seeing a correct answer in the incorrect place and crediting it.
- Concentrating on seeking ticks in correct boxes and not seeing additional extra ticks in wrong boxes.

UNIT 1: LISTENING – SUMMER 2013

MARK SCHEME

FOUNDATION TIER

Q.1 Where do these people want to go? **Put a tick in the correct boxes.**

(a) *Necesito comprar flores.*

GROCERY SHOP	FLORIST	POST OFFICE
	✓	

(1)

(b) *¿Para ir a la catedral?*

TRAVEL AGENCY	TOWN HALL	CATHEDRAL
		✓

(1)

(c) *¿Dónde se pueden comprar libros?*

BANK	BAKERY	BOOKSHOP
		✓

(1)

(d) *Tengo ganas de tomar una naranjada.*

CAFÉ	FRUIT SHOP	MARKET
✓		

(1)

Q.2 How much does each item cost?

Listen to the following information and choose the correct price. Put a tick in the appropriate box.

- (a) *¿Qué precio tiene el vino?
La botella de vino tinto cuesta €7.*

€7	€8	€9
✓		

(1)

- (b) *¿Cuánto vale este videojuego?
Vale €14.*

€13	€14	€15
	✓	

(1)

- (c) *La entrada al parque de atracciones es €25 por persona.*

€25	€35	€45
✓		

(1)

- (d) *¿Cuánto cuestan?
Los paquetes de mantequilla valen €1.50.*

€1.40	€1.50	€1.60
	✓	

(1)

Q.3 In the hotel.
Listen to the dialogue and tick the three correct boxes.

Receptionist: Recepción, dígame.
 Client: Hace falta jabón y necesito otras dos toallas.
 Receptionist: ¿Qué número de habitación tiene?
 Client: La trescientos sesenta y siete.
 Receptionist: Muy bien. Ahora se lo llevan.
 Client: Gracias.

He needs pillows	
He needs soap	✓
He needs towels	✓
He needs drinks	
His room number is 367	✓
His room number is 376	

(3)

Q.4 In the restaurant. What does he order?
Write the correct item in the boxes below in English.

Waiter: ¿Qué va a tomar de primer plato?
 Client: Una sopa de champiñones y de segundo, un pollo asado.
 Waiter: Y, ¿de postre?
 Client: Tráigame fruta del tiempo.
 Waiter: En seguida.

Starter (two details)	Mushroom (1) soup (1)/Anything which includes mushroom(s) (1), soup(s) (1)
Main course	Chicken (1) / chicken meal or dinner (1)
Dessert	Fruit (1)/pieces of fruit/fruit bowl (1)

(4)

Q.5 Two exchange students talk about school. **Tick the correct box and complete the sentences briefly in English. There are two sections.**

SECTION 1

Laura: ¿A qué hora empiezan las clases en tu instituto?
 Roberto: A las ocho y terminan a las cuatro, ¿y vosotros?
 Laura: Nosotros empezamos más tarde y terminamos más temprano. Las clases empiezan a las nueve y terminan a las tres.
 Roberto: ¿Cuál es tu asignatura preferida?
 Laura: Sin duda, la informática. Paso horas en el ordenador.
 Roberto: A mi me encantan los idiomas.
 Laura: ¡Qué bien!

(a) Roberto's schoolday is

shorter than Laura's	
longer than Laura's	✓
as long as Laura's	

(1)

(b) Laura's favourite subject is: **IT/Computing/ Computers / internet technology / ICT / Information technology** (1)

Roberto's favourite subject is: **Language(s)** (1)

SECTION 2

(c) Laura: ¿Qué hacéis durante el recreo?
 Roberto: Jugamos al baloncesto todos los días.
 Laura: Yo prefiero charlar con mis amigas, es más divertido.

During break Roberto plays **basketball** (1)

During break Laura **chats to her friends / talks to friends/talking to friends (mates, pals etc.) /chatting to friends/stands with friends talking/**

(1)

Q.6 What's the matter with them?

Listen to the following people and put the correct letter in the box.

- 1. Tengo hambre.**
2. Tengo sueño.
3. Tengo calor.
4. Tengo sed.
5. Tengo frío.

Example: 1. Tengo hambre.

Picture of sleepy man	Picture of cold man	Picture of hungry man	Picture of thirsty man	Picture of man feeling hot
A	B	C(Example)	D	E

(4)

1	C(example)
2	A
3	E
4	D
5	B

Q.7 Teresa's weekend.

Listen to Teresa talk about her weekend. Put a tick in the correct boxes and answer the question in English.

Por lo general me despierto tarde los fines de semana. Me ducho, desayuno y me voy al gimnasio una hora más o menos.

Me encanta hacer ejercicio y después ir a almorzar.

(a) On Saturday Teresa wakes up

very early	
early	
late	✓

(1)

(b) Then she goes

swimming	
jogging/running	
to the gym	✓

(1)

(c) What does she do afterwards?

has lunch / goes to lunch / has something to eat / eat(s) / eats lunch / gets food or dinner/lunch

(1)

Q.8 Your Spanish friend talks about his week-end job. **Listen to him and answer the questions that follow in English and put a tick in the correct boxes. There are two sections.**

Section 1

Estoy trabajando en una pizzería desde hace tres semanas. Me gusta mi trabajo aunque es demasiado cansado. Tengo que estar de pie todo el tiempo y atender a los clientes. Lo mejor de mi trabajo son las propinas.

(a) How long has he been working there?
3 weeks (1)

(b) His job is

not tiring	
tiring	
too tiring	✓

(1)

(c) What is the best thing about his job?
(the) tips / he gets tips / good tips (1)

Section 2

Hay tres turnos: por la mañana, por la tarde y por la noche. Por lo general, prefiero el horario de la mañana o el de la tarde porque por la noche siempre navego por internet y mando mensajes de texto a mis amigos.

(d) Which is his least favourite shift?

Morning	
Afternoon	
Night	✓

(1)

Why?

He likes to **go on the computer / surf the net / browses or searches the internet / browses on line / goes on line / looks on internet.**

and **send (text) messages or SMS / text(s) / texting** (2)

Q. 9 Your parents want to buy a flat in Spain. What are the main features?
Listen to the salesman and answer the questions that follow in English.

Vendedor: Mire usted. El piso es muy céntrico y está cerca de todo. Además la cocina está muy bien equipada, tiene lavadora, lavavajillas y nevera. Estará listo para el verano.

(a) Why is the location so good?

very central / near everything / central / centre of town or city / near or it's in the centre / close to the centre or everything / near the town/city centre / centre location (1)

(b) Mention two main features in the kitchen?
washing machine / dishwasher / fridge / washer / fridge freezer (ignore any adjectives) (2)

(c) When will it be ready?
(in) summer / for or by this summer(time) (1)

Q. 10 It was María's birthday. What presents did she have?
Tick the three correct boxes.

Ayer fue mi cumpleaños. Fuimos a cenar a un restaurante muy elegante y recibí muchos regalos. Mis padres me dieron una chaqueta nueva muy maja. Mis abuelos, me dieron dinero, como siempre. Y mi hermano Juanito me regaló un cinturón de cuero muy caro.

A new coat	
A new jacket	✓
Money	✓
Shoes	
A leather bag	
A leather belt	✓

(3)

THIS IS THE END OF THE TEST

UNIT 1: LISTENING – SUMMER 2013

TAPESCRIPT

FOUNDATION TIER

Q.1

- (a) *Necesito comprar flores.*
- (b) *¿Para ir a la catedral?*
- (c) *¿Dónde se pueden comprar libros?*
- (d) *Tengo ganas de tomar una naranjada.*

Q.2

- (a) *¿Qué precio tiene el vino?
La botella de vino tinto cuesta €7.*
- (b) *¿Cuánto vale este videojuego?
Vale €14.*
- (c) *La entrada al parque de atracciones es €25 por persona.*
- (d) *¿Cuánto cuestan?
Los paquetes de mantequilla valen €1.50.*

Q.3

Receptionist: *Recepción, dígame.*
Client: *Hace falta jabón y necesito otras dos toallas.*
Receptionist: *¿Qué número de habitación tiene?*
Client: *La trescientos sesenta y siete.*
Receptionist: *Muy bien. Ahora se lo llevan.*
Client: *Gracias.*

Q.4

Waiter: *¿Qué va a tomar de primer plato?*
Client: *Una sopa de champiñones y de segundo, un pollo asado.*
Waiter: *Y, ¿de postre?*
Client: *Tráigame fruta del tiempo.*
Waiter: *En seguida.*

Q.5

SECTION 1

- Laura: ¿A qué hora empiezan las clases en tu instituto?
Roberto: A las ocho y terminan a las cuatro, ¿y vosotros?
Laura: Nosotros empezamos más tarde y terminamos más temprano.
Las clases empiezan a las nueve y terminan a las tres.
Roberto: ¿Cuál es tu asignatura preferida?
Laura: Sin duda, la informática. Paso horas en el ordenador.
Roberto: A mi me encantan los idiomas.
Laura: ¡Qué bien!

SECTION 2

- Laura: ¿Qué hacéis durante el recreo?
Roberto: Jugamos al baloncesto todos los días.
Laura: Yo prefiero charlar con mis amigas, es más divertido.

Q.6

1. Tengo hambre.
2. Tengo sueño.
3. Tengo calor.
4. Tengo sed.
5. Tengo frío.

Q.7

Por lo general me despierto tarde los fines de semana. Me ducho, desayuno y me voy al gimnasio una hora más o menos.
Me encanta hacer ejercicio y después ir a almorzar.

Q.8

Section 1

Estoy trabajando en una pizzería desde hace tres semanas. Me gusta mi trabajo aunque es demasiado cansado. Tengo que estar de pie todo el tiempo y atender a los clientes. Lo mejor de mi trabajo son las propinas.

Section 2

Hay tres turnos: por la mañana, por la tarde y por la noche. Por lo general, prefiero el horario de la mañana o el de la tarde porque por la noche siempre navego por internet y mando mensajes de texto a mis amigos.

Q. 9

Vendedor: Mire usted. El piso es muy céntrico y está cerca de todo. Además la cocina está muy bien equipada, tiene lavadora, lavavajillas y nevera. Estará listo para el verano.

Q. 10

Ayer fue mi cumpleaños. Fuimos a cenar a un restaurante muy elegante y recibí muchos regalos. Mis padres me dieron una chaqueta nueva muy maja. Mis abuelos, me dieron dinero, como siempre. Y mi hermano Juanito me regaló un cinturón de cuero muy caro.

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UNIT 1: LISTENING – SUMMER 2013

MARK SCHEME

HIGHER TIER

Q.1 Teresa's weekend.

Listen to Teresa talk about her weekend. Put a tick in the correct boxes and answer the question in English.

Por lo general me despierto tarde los fines de semana. Me ducho, desayuno y me voy al gimnasio una hora más o menos.

Me encanta hacer ejercicio y después encontrarme con mis amigas para ir a almorzar.

(a) On Saturday Teresa wakes up

very early	
early	
late	✓

(1)

(b) Then she goes

swimming	
jogging/running	
to the gym	✓

(1)

(c) What does she do afterwards?
has lunch

(1)

Q.2 Your Spanish friend talks about his week-end job. **Listen to him and answer the questions that follow in English and put a tick in the correct boxes. There are two sections.**

Section 1

Estoy trabajando en una pizzería desde hace tres semanas. Me gusta mi trabajo aunque es demasiado cansado. Tengo que estar de pie todo el tiempo y atender a los clientes. Lo mejor de mi trabajo son las propinas.

(a) How long has he been working there?
3 weeks (1)

(b) His job is

not tiring	
tiring	
too tiring	✓

(1)

(c) What is the best thing about his job?
(the) tips (1)

Section 2

Hay tres turnos: por la mañana, por la tarde y por la noche. Por lo general, prefiero el horario de la mañana o el de la tarde porque por la noche siempre navego por internet y mando mensajes de texto a mis amigos.

(d) Which is his least favourite shift?

Morning	
Afternoon	
Night	✓

(1)

Why?

He likes to **go on the computer /surf the net**
and **send (text) messages**

(2)

Q. 3 Your parents want to buy a flat in Spain.

What are the main features?

Listen to the salesman and answer the questions that follow in English.

Vendedor: Mire usted. El piso es muy céntrico y está cerca de todo. Además la cocina está muy bien equipada, tiene lavadora, lavavajillas y nevera. Estará listo para el verano.

- (a) Why is the location so good?
very central / near everything (1)
- (b) Mention two main features in the kitchen?
washing machine/dishwasher/fridge (2)
- (c) When will it be ready?
(in) summer (1)

Q. 4 It was María's birthday. What presents did she have?

Tick the three correct boxes.

Ayer fue mi cumpleaños. Fuimos a cenar a un restaurante muy elegante y recibí muchos regalos. Mis padres me dieron una chaqueta nueva muy maja. Mis abuelos, me dieron dinero, como siempre. Y mi hermano Juanito me regaló un cinturón de cuero muy caro.

A new coat	
A new jacket	✓
Money	✓
Shoes	
A leather bag	
A leather belt	✓

(3)

- Q. 5** Listen to your Spanish friend talking about her daily routine.
Put a tick in the correct boxes. Answer briefly the questions that follow in English and out a tick in the correct box. There are two sections.

SECTION 1

A: ¿Qué sueles hacer los fines de semana?
 B: Normalmente, los sábados por la mañana me gusta descansar y leer el periódico. Por la tarde me reúno con mis amigos en algún centro comercial porque nos encanta ir de compras. La moda es muy importante para mí. Por la noche, vamos al cine a ver alguna película de aventuras y luego vamos al centro a comer tapas antes de volver a casa.

- (a) How does she spend Saturday morning? (Give two details)
Relax / relaxing / resting / rest or likes to rest / taking a break / chilling
 and **read the paper**
Also read(s) / reading (on their own) [1]
Read(s) / reading (the) news / newspaper / paper [1]

(2)

- (b) What is important to her? **Fashion / today's or modern fashion** (1)

- (c) They like watching

films on TV	
thrillers	
action movies	✓

(1)

SECTION 2

Los domingos siempre voy a la iglesia con mis padres y mis hermanos y después visitamos a los abuelos. Su casa está en las afueras de la ciudad así que aprovechamos para dar un paseo por el campo. Y tú, ¿qué haces?

- (d) Mention **two things** she does on Sundays.

She
goes to church, mass or chapel / visits, goes over to, call over to
grandparents / goes for a walk / walks / walking

(2)

Q. 6 These people are not feeling well. What's the problem?

Write the correct letter next to the correct person.

1. Me duele el estómago. El marisco me ha sentado mal.
2. Me siento fatal. Todo el día al sol me ha dado un dolor de cabeza espantoso.
3. No dormí nada anoche porque había muchos mosquitos en la habitación y me han picado por todas partes.
4. Tengo dolor de muelas. Necesito ir al dentista urgentemente.
5. Hoy no podré nadar porque tengo tos y me duele la garganta.
6. Yo me quedaré en el hotel porque estoy muy resfriada.

I have got a cold	I have toothache	I have a headache	I have a sore throat	I have a stomach ache	I have been bitten
A	B	C	D	E	F

1	E
2	C
3	F
4	B
5	D
6	A

(6)

Q. 7 On holiday. Listen to these friends talking about what they are doing during their holidays. **Answer briefly the questions that follow in English and put a tick in the correct box.**

Sara: ¿Qué planes tenéis para estas vacaciones?

Paco: Mis padres están pensando hacer un crucero por el Mediterráneo pero parece que es bastante caro. Yo preferiría ir a Galicia y hacer parte del Camino de Santiago andando.

Sara: Lo bueno de un crucero es que puedes visitar varios países. Además no tienes que preocuparte por nada. El barco lo tiene todo, piscinas, tiendas, gimnasio, restaurantes y muchas actividades.

Paco: Es verdad, pero creo que sería más sano y barato andar por las montañas en Galicia.

Sara: No sé, tal vez.

(a) What kind of holiday do Paco's parents want?

They would like

(to go on) a cruise / cruising

(1)

(b) How would Paco do the Camino de Santiago?

Walking / walk / on or by foot

(1)

(c) According to Sara, what are the advantages of Paco's parents choice of holiday?

It is possible to

Visit, go to or travel to, see (various/several/other/different/many) countries

(1)

(d) Why don't you have to worry about anything? **Give two details.**

Because it has.....**everything...and/or....any of the other options** (2)
(swimming pool, shops, gym, restaurants, everything, many activities)

(e) How does Sara feel about Paco's comments?

Disappointed	
Sad	
Unsure	✓

(1)

Q.8 Two friends talk about the things that worry them. **Put a tick in the correct boxes and answer briefly the questions that follow in English.**

Girl: Lo que más me preocupa en este momento es la falta de agua en España. Como sabes llueve poco aquí en el sur, sin embargo la gente usa el agua sin pensar en el futuro.

Boy: Sí, es cierto, pero a mí me inquieta más la falta de trabajo. Cuando mis padres eran jóvenes, había más oportunidades, pero ahora, muchos jóvenes de nuestra generación estarán mucho tiempo en paro.

Girl: No sé, a mí me parece que la falta de agua es un problema más serio que el paro, ¿no crees?

Boy: Creo que el gobierno tendrá que resolver ambos problemas.

(a) The girl is worried about

the weather	
the lack of water	✓
the environment	

(1)

(b) Why?

people use it without thinking about the future (2) / it doesn't rain (1) + much or a lot (1) / not enough water (1) / not enough rain (2) / it will affect the future (1) / won't have a lot in the future (1) / not enough for the future (1) / less water in the future (1) / might run out (1) / don't or doesn't think about the future (2) / nobody thinks about the future (2)

(c) The boy is worried about

his parents	
his generation	
unemployment	✓

(1)

(d) The girl

agrees with him	
disagrees with him	✓
talks about something else	

(1)

(e) According to the boy, who will have to sort out the problems?

the government

(1)

END OF PAPER

UNIT 1: LISTENING – SUMMER 2013

TAPESCRIPT

HIGHER TIER

Q.1

Por lo general me despierto tarde los fines de semana. Me ducho, desayuno y me voy al gimnasio una hora más o menos.

Me encanta hacer ejercicio y después ir a almorzar.

Q.2

SECTION 1

Estoy trabajando en una pizzería desde hace tres semanas. Me gusta mi trabajo aunque es demasiado cansado. Tengo que estar de pie todo el tiempo y atender a los clientes. Lo mejor de mi trabajo son las propinas.

SECTION 2

Hay tres turnos: por la mañana, por la tarde y por la noche. Por lo general, prefiero el horario de la mañana o el de la tarde porque por la noche siempre navego por internet y mando mensajes de texto a mis amigos.

Q. 3

Vendedor: Mire usted. El piso es muy céntrico y está cerca de todo. Además la cocina está muy bien equipada, tiene lavadora, lavavajillas y nevera. Estará listo para el verano.

Q. 4

Ayer fue mi cumpleaños. Fuimos a cenar a un restaurante muy elegante y recibí muchos regalos. Mis padres me dieron una chaqueta nueva muy maja. Mis abuelos, me dieron dinero, como siempre. Y mi hermano Juanito me regaló un cinturón de cuero muy caro.

Q. 5

SECTION 1

A: ¿Qué sueles hacer los fines de semana?

B: Normalmente, los sábados por la mañana me gusta descansar y leer el periódico. Por la tarde me reúno con mis amigos en algún centro comercial porque nos encanta ir de compras. La moda es muy importante para mí. Por la noche, vamos al cine a ver alguna película de aventuras y luego vamos al centro a comer tapas antes de volver a casa.

SECTION 2

Los domingos siempre voy a la iglesia con mis padres y mis hermanos y después visitamos a los abuelos. Su casa está en las afueras de la ciudad así que aprovechamos para dar un paseo por el campo. Y tú, ¿qué haces?

Q. 6

1. Me duele el estómago. El marisco me ha sentado mal.
2. Me siento fatal. Todo el día al sol me ha dado un dolor de cabeza espantoso.
3. No dormí nada anoche porque había muchos mosquitos en la habitación y me han picado por todas partes.
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Q. 7

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Sara: Lo bueno de un crucero es que puedes visitar varios países. Además no tienes que preocuparte por nada. El barco lo tiene todo, piscinas, tiendas, gimnasio, restaurantes y muchas actividades.

Paco: Es verdad, pero creo que sería más sano y barato andar por las montañas en Galicia.

Sara: No sé, tal vez.

Q.8

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Boy: Sí, es cierto, pero a mí me inquieta más la falta de trabajo. Cuando mis padres eran jóvenes, había más oportunidades, pero ahora, muchos jóvenes de nuestra generación estarán mucho tiempo en paro.

Girl: No sé, a mi me parece que la falta de agua es un problema más serio que el paro, ¿no crees?

Boy: Creo que el gobierno tendrá que resolver ambos problemas.

MARK SCHEME

READING GENERAL PRINCIPLES

Foundation Total 40

Higher Total 40

All candidates will have attempted **either** the higher paper **or** the foundation paper. They will not have attempted both. (If they have done so, then contact WJEC.)

The principle underlying the marking is the total, partial or non-completion of the task required except for those questions involving a choice between options. In those instances, the answer is either correct or incorrect and there is no partially correct answer.

Multiple choice, true/false, choosing the correct option from a series of pictures etc. will be marked as agreed in the conference. No half marks will be awarded.

On some occasions there may only be a partial, incomplete, or ambiguous answer and we need to look at these on an individual basis.

Figures and numbers are acceptable.

Answers which contain incorrect spelling in either English or Welsh but are understandable and unambiguous in their meaning will be credited with the marks available. However, no marks will be given for a misspelt word which is the same spelling as the spelling in Spanish

Any incorrect information is disregarded as long as a correct answer is given unless the incorrect information obviously contradicts or modifies what has been said.

Our policy when too many alternative and incorrect answers are given is to penalise for each extra incorrect answer.

e.g. one answer possible and two answers given, the correct one and an alternative
 $= 1 - 1 = 0$

two possible answers and three answers given, two correct and an alternative
 $= 1 + 1 = 2 - 1 = 1$

Where the information given e.g. in brackets or with an oblique (unless considered an alternative answer) makes the answer more ambiguous we deduct a mark, i.e. $2 - 1 = 1$

Each of the tasks is worth 1 mark (there are 40 on the foundation and 40 on the higher paper) in all and the number of tasks per question is indicated by the scale printed at the side of the question. Each task should be marked as indicated in the marking scheme and as confirmed in the examiners' conference.

The marks awarded for each question should be shown in the margin by the question; these should be totalled and the total shown at the bottom of the margin on the final page. The total is out of 40 on the foundation paper and 40 on the higher paper.

It is important to avoid the following errors in marking.

- (a) Awarding more than the maximum mark per sub-section or task.
- (b) Forgetting that each task is worth **one** mark i.e. the maximum mark in the right hand margin should be the mark printed on the paper.
- (c) Confusion between the number of details required per question, especially when alternative answers are allowed.
- (d) Mathematical errors - incorrect addition and wrong transfer of total working mark to the front page.
- (e) Incorrect marking due to lack of appreciation of the marking scheme on specific points or due to ultimately believing that a wrong answer frequently given by candidates is correct!

UNIT 3 READING - SUMMER 2013

MARK SCHEME

FOUNDATION TIER

Q.1 (1 mark per item) **(6)**

- (i) k
- (ii) h
- (iii) d
- (iv) a
- (v) f
- (vi) c

(1 mark per item) **(8)**

Q.2

- (i) d
- (ii) f
- (iii) b
- (iv) c
- (v) e
- (vi) a
- (vii) g
- (viii) h

Q.3 (1 mark per item) **(6)**

- (i) A mixed school
- (ii) 5
- (iii) No uniform
- (iv) At home
- (v) Does her homework
- (vi) To wear uniform

Q.4 (1 mark per item) **(4)**

- A. Monica
- B. Ana
- C. Pedro
- D. Alberto

Q.5 (1 mark per item) **(6)**

- (i) h
- (ii) a
- (iii) f
- (iv) b
- (v) g
- (vi) c

Q.6 (1 mark per item) **(4)**

- (i) 26th June / 26/6
- (ii) 3 / three injured, two dead
- (iii) Lorry speeding / going too fast / excess speed / speed / too much speed / speeding / driving at speed
- (iv) Half an hour (later) / 30 minutes

Q.7 **(6)**

- (i) 2 weeks / a fortnight / 14 days or nights / 15 days + 2 weeks or fortnight
- (ii) Family meal / supper / dinner / massive family meal / family feast / he ate at 11 o'clock or pm / had food with family / ate Christmas dinner / my friend had food with (the) family
- (iii) Meat and fish / seafood / shellfish (any 2) / mixture of meat and fish
- (iv) 6th January / Epiphany / Kings Day / Three Wise Men day
- (v) Ate / had / took 12 grapes / had a good time **and** ate grapes

MARK SCHEME

READING GENERAL PRINCIPLES

Foundation Total 40

Higher Total 40

All candidates will have attempted **either** the higher paper **or** the foundation paper. They will not have attempted both. (If they have done so, then contact WJEC.)

The principle underlying the marking is the total, partial or non-completion of the task required except for those questions involving a choice between options. In those instances, the answer is either correct or incorrect and there is no partially correct answer.

Multiple choice, true/false, choosing the correct option from a series of pictures etc. will be marked as agreed in the conference. No half marks will be awarded.

On some occasions there may only be a partial, incomplete, or ambiguous answer and we need to look at these on an individual basis.

Figures and numbers are acceptable.

Answers which contain incorrect spelling in either English or Welsh but are understandable and unambiguous in their meaning will be credited with the marks available. However, no marks will be given for a misspelt word which is the same spelling as the spelling in Spanish.

Any incorrect information is disregarded as long as a correct answer is given unless the incorrect information obviously contradicts or modifies what has been said.

Our policy when too many alternative and incorrect answers are given is to penalise for each extra incorrect answer.

e.g. one answer possible and two answers given, the correct one and an alternative
 $= 1 - 1 = 0$

two possible answers and three answers given, two correct and an alternative
 $= 1 + 1 = 2 - 1 = 1$

Where the information given e.g. in brackets or with an oblique (unless considered an alternative answer) makes the answer more ambiguous we deduct a mark, i.e. $2 - 1 = 1$

Each of the tasks is worth 1 mark (there are 40 on the foundation and 40 on the higher paper) in all and the number of tasks per question is indicated by the scale printed at the side of the question. Each task should be marked as indicated in the marking scheme and as confirmed in the examiners' conference.

The marks awarded for each question should be shown in the margin by the question; these should be totalled and the total shown at the bottom of the margin on the final page. The total is out of 40 on the foundation paper and 40 on the higher paper.

It is important to avoid the following errors in marking.

- (a) Awarding more than the maximum mark per sub-section or task.
- (b) Forgetting that each task is worth **one** mark i.e. the maximum mark in the right hand margin should be the mark printed on the paper.
- (c) Confusion between the number of details required per question, especially when alternative answers are allowed.
- (d) Mathematical errors - incorrect addition and wrong transfer of total working mark to the front page.
- (e) Incorrect marking due to lack of appreciation of the marking scheme on specific points or due to ultimately believing that a wrong answer frequently given by candidates is correct!

UNIT 3 READING - SUMMER 2013

MARK SCHEME

HIGHER TIER

- Q.1** (6)
- (vi) 2 weeks / a fortnight / 14 days or nights / 15 days + 2 weeks or fortnight
 - (vii) Family meal / supper / dinner / massive family meal / family feast / he ate at 11 o'clock or pm / had food with family / ate Christmas dinner / my friend had food with (the) family
 - (viii) Meat and fish / seafood / shellfish (any 2) / mixture of meat and fish
 - (ix) 6th January / Epiphany / Kings Day / Three Wise Men day
 - (x) Ate / had / took 12 grapes / had a good time **and** ate grapes

- Q.2** (1 mark per item) (4)
- (v) 26th June / 26/6
 - (vi) 3 / three injured, two dead
 - (vii) Lorry speeding / going too fast / excess speed / speed / too much speed / speeding / driving at speed
 - (viii) Half an hour (later) / 30 minutes

- Q.3** (1 mark per item) (6)
- (i) h
 - (ii) a
 - (iii) f
 - (iv) b
 - (v) g
 - (vi) c

- Q.4** (1 mark per item) (6)
- (i)
 - (iii)
 - (vi)
 - (vii)
 - (viii)
 - (x)

Q.5

(1 mark per item)

(8)

- (i) Maria
- (ii) Ana
- (iii) Juan
- (iv) Manuela
- (v) Nuria
- (vi) Jorge
- (vii) Pedro
- (viii) Mercedes

Q.6

(10)

- (i) Chilean / Chilean (any recognisable spelling) / from or born in Chile
- (ii) Travelling
- (iii) One of the most successful Latin American female writers (full answer only)
- (iv) Her own experiences and experiences of other women / her experience(s) / (her) personal experience(s) / women's experience(s) / women or female experiences / her (real life) experiences in life
- (v) Children's / children's stories / books or novels / child('s) books
- (vi) Teacher of Literature / literature teacher / secondary school teacher of literature / teaching literature in schools or colleges / teaching literature to children
- (vii) She died / die / death / dye(d)
- (viii) (The author) Gabriel Garcia Marquez
- (ix) Twice / two (times) / 2 / to, too.

UNIT 2 CONTROLLED ASSESSMENT SPEAKING MARK SCHEME

Structured Conversation

Marks	Communication and Content		Accuracy		Range of Language
10/9	Candidates: <ul style="list-style-type: none"> develop conversations/discussions, steering the conversation to reflect personal interests interact readily respond to teacher intervention narrate events and produce extended sequences of speech explain ideas and points of view 	5	Candidates: <ul style="list-style-type: none"> show a very good level of accuracy with few mistakes speak confidently with convincing pronunciation and intonation 	5	Candidates: <ul style="list-style-type: none"> show signs of more sophisticated language such as idioms and more complex items use a variety of vocabulary, structures and tenses competently
8/7	Candidates: <ul style="list-style-type: none"> take part in a conversation using longer sequences of speech express factual information, ideas and points of view show an ability to interact during the conversation 	4	Candidates: <ul style="list-style-type: none"> show a good level of accuracy though errors are present in more complex sentences use pronunciation and intonation which are mostly accurate 	4	Candidates: <ul style="list-style-type: none"> show signs of a variety of structures, tenses and vocabulary sometimes attempt more complex sentences
6/5	Candidates: <ul style="list-style-type: none"> take part in a conversation/simple discussion about topics with which they are familiar express simple points of view/opinions can deal with some unpredictable elements 	3	Candidates: <ul style="list-style-type: none"> convey clear messages despite some errors use pronunciation that is more accurate than inaccurate 	3	Candidates: <ul style="list-style-type: none"> use appropriate but simple range of vocabulary use uncomplicated language and simple constructions use different tenses when referring to the past, present and future
4/3	Candidates: <ul style="list-style-type: none"> answer some open questions take part in a simple conversation interact in a limited way 	2	Candidates: <ul style="list-style-type: none"> make quite frequent errors attempt to pronounce words accurately 	2	Candidates: <ul style="list-style-type: none"> substitute words and phrases use limited vocabulary and repetition of words and phrases
2/1	Candidates: <ul style="list-style-type: none"> answer mostly closed questions convey minimal information 	1	Candidates: <ul style="list-style-type: none"> speak with many inaccuracies speak with pronunciation that is understandable 	1	Candidates: <ul style="list-style-type: none"> use mainly single words and short phrases
0	Candidates: <ul style="list-style-type: none"> do not communicate 	0	Candidates: <ul style="list-style-type: none"> have no evident knowledge of the language 	0	Candidates: <ul style="list-style-type: none"> have no evident knowledge of the language

Presentation and Discussion

	Delivery of Presentation		Responding to Questions		Accuracy		Range of Language
5	Candidates: <ul style="list-style-type: none"> deliver an articulate and confident presentation 	5	Candidates: <ul style="list-style-type: none"> interact readily during the discussion answer all questions clearly and in detail justify and develop points of view 	5	Candidates: <ul style="list-style-type: none"> show a very good level of accuracy with few mistakes speak confidently with convincing pronunciation and intonation 	5	Candidates: <ul style="list-style-type: none"> use more sophisticated language such as idioms and more complex items use a variety of vocabulary, structures and tenses competently
4	Candidates: <ul style="list-style-type: none"> deliver the presentation competently 	4	Candidates: <ul style="list-style-type: none"> interact during the discussion answer most questions clearly and unambiguously justify points of view 	4	Candidates: <ul style="list-style-type: none"> show a good level of accuracy though errors are present in more complex sentences use pronunciation and intonation which are mostly accurate 	4	Candidates: <ul style="list-style-type: none"> use a variety of vocabulary, structures and tenses sometimes attempt more complex sentences
3	Candidates: <ul style="list-style-type: none"> deliver the main points of the presentation may need some teacher prompting 	3	Candidates: <ul style="list-style-type: none"> may need some teacher prompting answer most questions intelligibly express points of view 	3	Candidates: <ul style="list-style-type: none"> convey clear messages despite some errors use pronunciation that is more accurate than inaccurate 	3	Candidates: <ul style="list-style-type: none"> use an appropriate but simple range of language use uncomplicated language and simple constructions use different tenses when referring to the past, present and future
2	Candidates: <ul style="list-style-type: none"> rely heavily on teacher prompting to deliver the presentation 	2	Candidates: <ul style="list-style-type: none"> answer a few questions and are able to convey some meaning 	2	Candidates: <ul style="list-style-type: none"> make quite frequent errors attempt to pronounce words accurately 	2	Candidates: <ul style="list-style-type: none"> substitute words and phrases use limited vocabulary and repetition of words and phrases
1	Candidates: <ul style="list-style-type: none"> deliver minimal information 	1	Candidates: <ul style="list-style-type: none"> answer very briefly but not clearly or coherently 	1	Candidates: <ul style="list-style-type: none"> speak with many inaccuracies speak with a pronunciation that is understandable 	1	Candidates: <ul style="list-style-type: none"> use mainly single words and short phrases
0	Candidates: <ul style="list-style-type: none"> do not communicate 	0	Candidates: <ul style="list-style-type: none"> do not answer the questions 	0	Candidates: <ul style="list-style-type: none"> have no evident knowledge of the language 	0	Candidates: <ul style="list-style-type: none"> have no evident knowledge of the language

UNIT 4 CONTROLLED ASSESSMENT WRITING MARKSCHEME

COMMUNICATION

MARKS	CRITERIA
9/10	As complete an answer as can be expected. Information is expressed clearly and in detail. Points of view are both developed and justified and presented in an organised fashion.
7/8	Both information and points of view are expressed clearly and unambiguously though there is a lack of development and justification.
5/6	Points of information are expressed intelligibly and answer has a clear structure and organisation. Some points of view are expressed ambiguously.
3/4	There is confusion about the nature of the task though some points of information are expressed intelligibly. Answer tends to be rambling and disorganised.
1/2	Minimal information is communicated and there is little indication that the task has been understood. There is an inability to communicate information or points of view clearly and coherently.
0	The answer is irrelevant or incomprehensible.

QUALITY OF LANGUAGE

ACCURACY

MARKS	CRITERIA
5	Almost always accurate though there may be minor errors in attempts at complex and adventurous structures. Verbs and time references are handled confidently. Basic principles of grammar are sound.
4	Simple structures are accurate though there may be errors in attempts at complex structures. There is a clear grasp of grammar and syntax. Verb and time references are sometimes ambiguous.
3	Simple structures are mainly accurate but there are many basic errors in complex structures. Basic principles of grammar and syntax are sometimes disregarded.
2	Simple structures are sometimes correct though there is an obvious influence of mother tongue grammar and syntax.
1	A high incidence of basic errors even in simple structures, betraying a very limited grasp of grammar.
0	No understanding of grammatical principles.

QUALITY OF LANGUAGE

RANGE

MARKS	CRITERIA
5	Vocabulary and structures attempted are varied and appropriate. Complex structures are handled with confidence. Language shows adventure even if not always totally correct.
4	There is a good range of appropriate vocabulary and structures. Complex structures are mostly correct.
3	There is a range of vocabulary and structures though these may not always be appropriate. Structures tend to be simple rather than complex.
2	The vocabulary and structures are barely appropriate for the task and show a heavy reliance on the mother tongue. There is a predominance of simple structures.
1	The vocabulary is mostly inadequate for the task. Words are strung together making little sense. There is little understanding of language structure.
0	The language and structures are totally inadequate for the task.



WJEC
245 Western Avenue
Cardiff CF5 2YX
Tel No 029 2026 5000
Fax 029 2057 5994
E-mail: exams@wjec.co.uk
website: www.wjec.co.uk